

Karmanova Zh.A., Rabadanova R.S., Chikalova P.S., Analbekova K.T.
Karaganda State University. Academician E. A. Buketova, Kazakhstan
K. Razumovsky Moscow State University of Technology and Management, Russia

Psychological and pedagogical foundations of the problem of word-forming competence in preschool children

In the process of mastering oral and written speech, word-forming ability includes the ability to create new lexical units and it should be distinguished from the formation of words. In the process of formation, only other forms of the same word appear, while the meaning of the words remains the same, and its relation to the part of speech does not change. In the process of word formation, on the basis of some words, other words are formed with a new meaning and a different belonging to parts of speech.

The most important method is the morphological method, which is used to replenish different parts of speech, although with different productivity [1]. E. Borisoglebskaya, V. Gurchenkova, A. Kurbiko also note the importance of the morphological method of forming new words, calling it the main method of Russian word formation. According to the research of M. Alekseev and B. Yashina, preschool children use morphological techniques to form new words, so in this paper we will not consider other ways of word formation [1].

Based on the research of T.G. Wiesel, without full knowledge of the concepts of quantity, space and time, it is impossible to fully master the skills of word formation. This is due to the fact that many morphemes of the Russian language are associated with the concept of size, quantity, and space-time relations (wardrobe, go - come, dress - dress). Verb suffixes are the most difficult for preschoolers, as they are associated with the concept of time [2]. In the works of many authors, the special importance of the language instinct for the formation of word formation skills is pointed out. Preschool children learn the laws and methods of word formation from the oral speech of others, and then use trial and error in their speech, forming new words. The result of these tests is new words, which in most cases coincide with the language norms. Based on the speech activity of the preschool child, these methods of word formation are fixed in the language mechanisms [3].

R.I. Lalaeva, N.V. Serebryakova emphasize that in the process of mastering word-forming skills, a preschooler needs a certain activity: it is necessary to analyze the speech environment, identify morphemes, understand their semantics and rules of use, and only then form new words, combining the basics of words and morphemes. Thus, the child performs operations of analysis and synthesis, which requires a certain level of development of thought processes. Also, to distinguish morphemes, it is important to master the phonemic processes in order to correctly separate the morpheme from the word form [4].

In the works of A.N. Gvozdev, the special importance of morphological analysis for the mastery of word formation by preschoolers is noted. To do this, children need to break the words into composite elements that have a certain meaning. First, children operate with the sound characteristics of the morpheme without taking into account its subtle phonemic analysis. Then the children begin to focus on the sound form of word-forming morphemes. Then there is a transition from focusing on the sound form of the morpheme to focusing on individual phonemic features. The author calls this period the elementary unconscious level of analysis. Further, at the age of 4.5-5 years, when children master the phonetic and morphological system of their native language, they begin to distinguish word-forming morphemes at an arbitrary level. From this age, children begin to consciously identify and use word-forming morphemes in active speech [5].

According to A.G. Arushanov, the assimilation of word-forming competence by children is formed in the interaction of two levels: word-forming and lexical. At the stage of initial mastery of the native language, the lexical level prevails, and then the word-formation level begins to prevail. The authors emphasize that in order to master the processes of word formation, it is necessary to analyze the surrounding objects, signs, actions and correlate them with the constituent elements, isolate the morpheme from the word, and then correlate the morpheme with its sound shell and semantic shell. A component in the structure of the formed word, and only after that there is a consolidation of the meanings and sounds of morphemes and the formation of a word-forming model-type [6].

According to the works of A. Gvozdev, A.G. Arushanov, we have established that the formation of word-forming competence begins at the age of 3. At this age, children often do not produce new words, but reproduce previously learned ready-made word-forming patterns. However, at this age, incorrect word formation is observed, which indicates the initial stage of the formation of word-forming competence. At the age of 3, children learn several word-forming models: diminutive forms of nouns, perfect and imperfect types of verbs. All this indicates the active formation of word-forming competence.

By the age of 4, there is a significant increase in word-formation innovations, which lasts up to 5 years. Many authors call the senior preschool age the time of the most active development of word-forming competence. At the age of 5, the skills of word formation and word formation of all parts of speech increase dramatically. If such a phenomenon does not occur at the age of 5, but appears later, by 6 or 7 years, such a delay is extremely undesirable for mastering word-forming competence. This is due to the fact that by the end of preschool childhood, children develop a critical attitude to their own speech, and preschoolers begin to be shy about playing with words, as a result of which they do not master new models of word formation. In the case of favorable speech development, children actively use word formation, master a large number of derived words. By the age of 6, preschoolers use the diminutive form of the formation of nouns, adjectives, form verbs with various prefixes, relative, possessive and qualitative adjectives.

In addition, T.V. Tumanova made conclusions indicating poor readiness of preschoolers with general speech underdevelopment in preschool children with the performance of basic word-forming operations, namely [3]:

- preschool children are significantly behind in speech even when performing the simplest operations to isolate word-forming morphemes from the word composition;
- preschool children have a low level of formation of prerequisites for the development of word-forming competencies, and both are absent.

In view of all this, O. Vershinin noted the peculiarities of self-education classes for adjectives from nouns, when the suffix method is used. The study revealed the following features [3]:

* formation of neologisms using non-normative suffixes. Here are some examples: roof "made of straw" - "straw", scissors "made of metal" - "metal»;

* lexical substitutions: substitutions were observed for words both close in semantics ("down pillow" - "fluffy") and distant ("metal scissors" - "fur");

- use of the prefix: for example, "toy jam»;

* inflection: the children correctly formed the word form, but made mistakes in coordination, so they reproduced it in an indirect case. For example, "blueberry jam" - "blueberry jam" •

- * wrong choice of the basis of the motivating word. For example, "bump" - "bump".

Thus, in older preschoolers, word-forming abilities are not sufficiently formed and have a number of features. This indicates the need for the formation of word-forming competencies. The formation of word-forming competencies is considered as the main way and means of replenishing the vocabulary of the language with new words as a mechanism for creating word derivatives in older preschoolers.

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